

HIGHER EDUCATION *hefce*  
FUNDING COUNCIL  FOR ENGLAND

PROMOTING EXCELLENCE

ANNUAL REPORT 1994 - 95



# Mission Statement

The HEFCE's mission is to promote high quality, cost-effective teaching and research within a financially healthy sector, having regard to national needs.

**In pursuing its mission the Council will:**

- encourage institutions to meet the demand from students cost-effectively while promoting and assessing quality in education and research
- encourage diversity in the provision of higher education, a widening of access and greater opportunities
- develop active partnerships with institutions, which fully recognise their autonomy
- encourage institutions to build on their strengths and expand their local, regional, national and international roles
- encourage institutions to support these aims and ensure the effective and efficient use of their funds and assets, and delivery of value for money, through strengthening their managerial capabilities and the compilation of well developed strategic plans.

*Front cover: Veronica Groom, a student from the University of London, collecting rainfall data in Nepal as part of a research project on soil management directed by Dr Rita Gardner, now of the Environmental Science Unit at Queen Mary and Westfield College.*

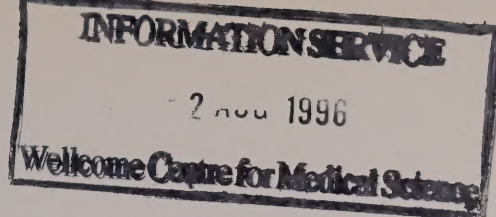
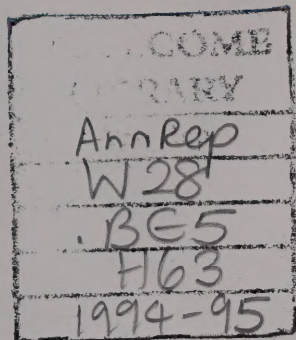
*Photo: Richard Turpin*

The Annual Report covers the period 1 April 1994 to 31 March 1995



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## Chairman's Introduction



I am delighted to present this annual report which looks at the activities of the Council and its contribution to the achievements of universities and colleges during our second full year of operation.

The report reviews current developments and issues facing the higher education sector in England. It also has a longer term perspective, reflecting the review of higher education announced by the Secretary of State for Education in November 1994.

As a Council we are responsible for providing over £3 billion in funding each year to 147 higher education institutions. They teach more than one million students and carry out high quality research which continues to give the United Kingdom a leading position in the world research community.

Over the past 15 years developments in higher education have been dramatic. The number of students in the sector has doubled; half the newly enrolled students are now over 21; and the proportion of young people entering higher education has increased from 12 per cent to around 30 per cent. Universities and colleges are to be congratulated on the enterprise and resourcefulness they have shown in meeting the needs of students over this period.

Developments over the next 15 years could prove equally dramatic. Institutions will be catering for expanding student numbers with increasingly diverse backgrounds, abilities and needs. While a growing proportion of 18-year-olds will wish to enter higher education and the demand for conventional degree courses will remain, increasing numbers will also want to develop their knowledge and skills throughout their working lives.

This expansion in student numbers has been temporarily halted by the Government's policy of maintaining full-time student numbers at the existing levels until 1997-98. As we





noted last year this policy has brought its strains, but it has, nevertheless, provided opportunities. We have continued with measures to build up the higher education infrastructure and prepare for resumed expansion towards the end of the decade. We have also begun an assessment of our funding methods for teaching and research to ensure that they continue to meet the Council's aims, including maintaining the diversity of the sector.

In the coming years there will be an increasing role for private finance and new partnerships with the private sector. Institutions have always been successful in securing investment and commercial opportunities, and in tapping private sources of finance for building and other projects. We look forward to working with them to promote these developments still further.

Looking further ahead, we identified in our submission to the higher education review a need for a national body which would more actively oversee the higher education system as a whole. There may be a case for widening the Council's remit to take on this function, or for creating such a structure outside the Council. Any such move would require widespread agreement.

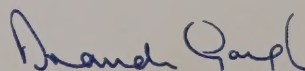
In our submission we also stated that future growth in higher education should not be at the expense of an erosion of funding levels. Currently the effects of cuts

in unit funding are being assessed and measures put in place to ensure, as far as possible, the maintenance of standards and quality. This position will need to be closely monitored.

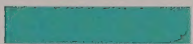

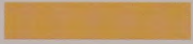
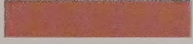





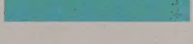
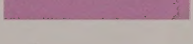
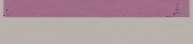
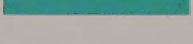
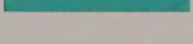
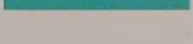
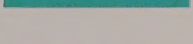

Finally I should like to pay tribute to the work of Graeme Davies who leaves the Council on 30 September 1995 to become Principal of the University of Glasgow.

During his period as the Council's first Chief Executive, he has made an outstanding contribution to the process of bringing together institutions with greatly varying backgrounds into an integrated higher education sector.

His deep understanding of the diversity and needs of higher education has guided the Council in its dealings with institutions, Government and Parliament. I am very grateful for the leadership he has shown in developing creative policies for higher education in partnership with the sector, and for his advocacy of the excellence and distinctiveness of our universities and colleges.



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The main themes covered by this Annual Report are taken from the Council's Operating Plan for 1994-95.



# Chief Executive's Statement



*Professor Graeme Davies, Chief Executive of the HEFCE (left), accompanied by his successor, Professor Brian Fender, Vice-Chancellor of Keele University, visited the Centre for Inorganic Chemistry and Materials Science during a recent tour of the university.*

This report comes at a time when higher education finds itself increasingly under the public spotlight with the House of Commons' Public Accounts Committee (PAC) scrutinising its financial health, accountability and stewardship of public funds. This focus of attention is likely to remain, at least in the short term, as the Nolan Committee extends its gaze to universities and colleges.

This attention should be welcomed as higher education is one of the country's great success stories. Enhanced public interest provides a platform for highlighting achievements and good practices as well as a wider forum for discussing current issues. Increasing openness is a hallmark of higher education institutions as well as the Council, and this considerably strengthens both our positions.

Some may feel that universities and colleges as independent bodies should be left to run their own affairs without external involvement. The past year has shown that such an attitude can no longer be seriously entertained. Higher education institutions are indeed independent, but they also receive large amounts of public money and, rightly, are increasingly accountable for their actions.

In my final annual report as Chief Executive of the HEFCE, I want to concentrate on three areas of achievement which reflect well on the sector and the Council. They should also reassure the tax payer,

Members of Parliament, the Government and those working and studying in our universities and colleges.

## Financial Health

The first of these success stories emerged during the PAC's enquiry into the monitoring of the financial health of higher education institutions in England. The Committee paid tribute to the way in which the higher education sector had achieved operating surpluses in recent years. This is expected to continue. The PAC acknowledged that this relatively healthy financial position reflected credit on individual institutions and had been achieved against a background of rising student numbers and decreasing public funding per student.

The HEFCE received a clear endorsement from the PAC and the National Audit Office (NAO) for its arrangements for monitoring the financial health of institutions and dealing with institutions facing financial difficulties. The PAC also recognised that the HEFCE's funding policies had promoted financial stability throughout the sector.

## Quality of Teaching and Learning

The second success story comes from the Council's programme of assessing the quality of teaching and learning. This programme began two years ago and by September 1996 about half the educational



provision in the sector will have been assessed. We now have for the first time a broad picture of the quality of teaching and learning in a range of subjects.

I am pleased to be able to report that, from the large number of visits and reports so far published, there is overwhelming evidence that in the vast majority of institutions students receive a sound education and, in many cases, an excellent one. Universities and colleges are meeting the aims and objectives they have set themselves. Assessors have highlighted the professionalism and commitment of teaching staff, and the rich and diverse opportunities on offer to students. The assessment process has led to high quality teaching and learning provision assuming an even greater priority in universities and colleges.

The assessment programme provides a high degree of public accountability to all those with an interest in higher education in this country and overseas. Schools and colleges have welcomed the reports we have sent them. Prospective students, their teachers and parents now have access to a wealth of information to help them in choosing a place in higher education.

In December 1994 the Secretary of State asked the Council to prepare a report on future arrangements for quality assurance which would bring together the Council's processes of quality assessment and quality audit undertaken by the Higher Education

Quality Council. This report was delivered in June 1995 following extensive discussions with the Committee of Vice-Chancellors and Principals, the Standing Conference of Principals and consultations with universities and colleges. We look forward to the future development of quality assurance arrangements.

### Consolidating Student Numbers

A third success has been achieved in response to the policy of consolidation. Following the November Budget Statement, the Council was asked again by the Secretary of State to constrain student numbers, from the UK and other EC countries, to the level underlying the Government's public expenditure plans. Universities and colleges are to be congratulated for responding so positively to this policy of consolidation and meeting the student numbers almost exactly.

This policy of consolidation applies mainly to full-time undergraduates and not to part-time students or, to any great extent, to postgraduate students. It is encouraging to see institutions responding to the needs of individuals and employers by planning to expand the numbers of part-time and postgraduate students. In doing so, however, they and we will need to watch that they do not reduce their unit costs to an extent which puts quality at risk.

### Finally

During my three years as Chief Executive I have visited every higher

education institution in England which receives funding from the Council. From this first hand experience I should like to pay a personal tribute to the enterprise, resourcefulness and vision shown by colleagues in widely differing institutions.

I should also like to thank colleagues in the Department for Education and Employment, the other higher education funding bodies in the UK and the Further Education Funding Council for their help and support.

The smooth transition of funding initial teacher training during the past year from the HEFCE to the Teacher Training Agency is an excellent example of the goodwill and cooperation between the different funding agencies.

Finally I offer my best wishes to my successor, Professor Brian Fender, who joins an organisation in excellent shape to face up to the challenges of the future. I can assure him he will have the full support of a friendly, committed and professional staff in Northavon House.



*Students photograph objects as diverse as bones, finger prints and car tyres as part of the Applied Science and Forensic Measure Course at the University of Teesside.*

# Understanding the Higher Education Sector

The HEFCE is responsible for distributing grant to 147 universities and colleges of higher education and 74 further education colleges providing higher education courses in England.

Of the 147 higher education institutions, 72 are universities, 27 are individual institutions of the University of London, and 48 are colleges of higher education.

The higher education sector in England is large and diverse. Universities and colleges have a wide variety of histories and backgrounds. They have distinctive missions, reflecting their different specialisms as well as their local, regional, national and international roles. Some institutions, for example, are committed to serving a largely local market concentrating on part-time study; others concentrate predominantly on research and postgraduate work.

The universities are the largest and most broadly-based institutions offering a wide range of subjects at undergraduate and postgraduate level. They include traditional

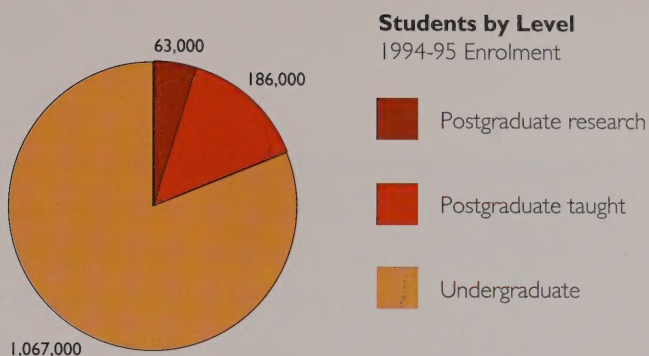
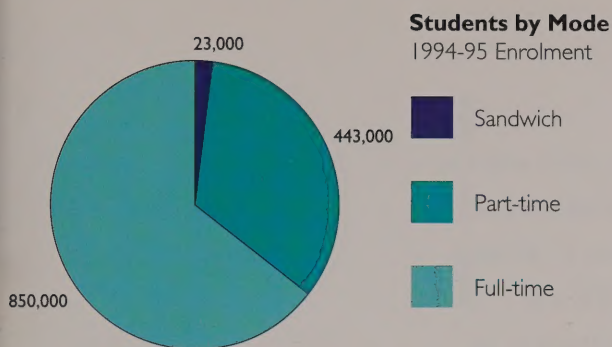
universities, all the former polytechnics and those higher education colleges which were granted university status following the Further and Higher Education Act 1992.

The colleges of higher education fall into two broad groups: general colleges offering a range of courses, usually narrower than universities and often with a greater emphasis on business management, or education; and specialist colleges with more than half their students in one broad subject area such as art and design or music.



Students at S. Martin's College, Lancaster attending a lecture in the Hugh Pollard Lecture Theatre, which is fully equipped with high-tech audio visual equipment including a wide 'cinemascope' screen.





## Students and Staff

About 1.3 million students follow courses of higher education at English universities and colleges.

New student entrants from the UK and EC countries rose by 6 per cent between 1993-94 and 1994-95.

Although the popular perception of the undergraduate entrant is of an 18-year-old school leaver with A-levels, over half of all newly enrolled students in the sector are classified as mature - that is, they started their course as an undergraduate after the age of 21.

Two thirds of students study full-time and on sandwich courses, and one third study part-time. Numbers of part-time students have increased by over 20 per cent since 1990.

Postgraduate numbers have also increased and now make up 19 per cent of the student population in England. Between 1993-94 and 1994-95 new postgraduate entrants increased by 10 per cent.

In 1994-95, 49 per cent of students were female, representing an increase of 7 per cent since 1990-91.

The number of new student entrants from overseas rose by 12 per cent between 1993-94 and 1994-95. Overseas students, that is

those normally living outside the EC, total some 76,000 and make up 6 per cent of the student population.

In 1994-95 institutions in the sector employed a total of 81,000 academic and academic-related staff and 83,000 other staff.

## Sources of Funding

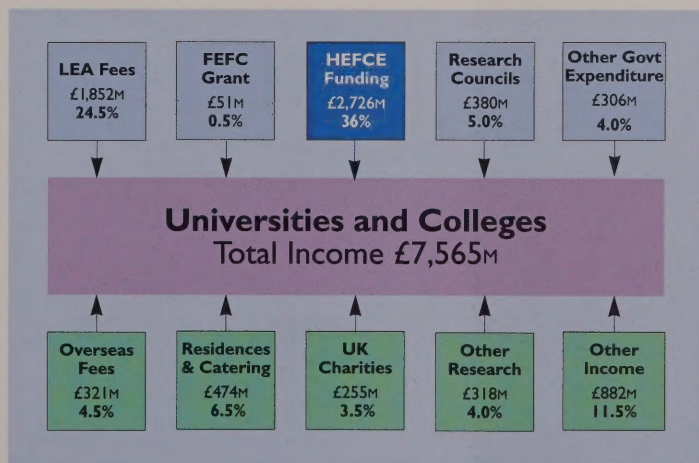
Institutions receive funding from many different public and private sources. The figure below shows that the HEFCE is the largest single source of income for the sector.

The proportion of an individual institution's total income provided by the Council is variable,

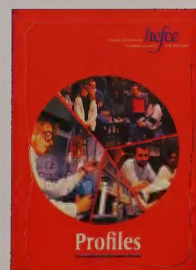
depending on its mission, activities and money raised from other sources. A number of institutions receive funding from the Further Education Funding Council and, from 1995-96, the Teacher Training Agency.

## Publication of Profiles

In December 1994 the HEFCE published *Profiles of Higher Education Institutions* which provides a wealth of information about each institution receiving funding from the Council. This single reference volume gives a comprehensive picture of the higher education sector in England in all its diversity.



Main sources of funding for higher education institutions in 1993-94



# Recurrent Funding for 1995-96

In March 1995 the Council announced the distribution of £3,207 million to support teaching, research and other related activities for the academic year 1995-96 (1 August 1995 to 31 July 1996). These grants to 147 higher education institutions are listed on pages 30 to 32. The 74 further education colleges, providing courses of higher education funded by the HEFCE, are also listed on page 33.

*Final year student James Worby using traditional glass blowing techniques to create a contemporary sculpture in the School of Art and Design at the University of Wolverhampton. The Glass Department undertakes teaching and research combining centuries-old glassmaking techniques with contemporary art, craft and design practice.*



Grants to universities and colleges were determined by the Council between December 1994 and February 1995. This process followed the Secretary of State's announcement of funding for the following three financial years at the time of the Budget Statement in November 1994.

## Formula Funding

Most of the funds are distributed by formula using methods established after extensive consultation with the higher education sector. The Council pursues a policy of openness about its allocation methods and policies.

*A Guide to Funding Higher Education in England: How the HEFCE Allocates its Funds*, published by the HEFCE in June 1995, provides a clear and well-illustrated account of how the Council funds institutions.

The annual recurrent grant circular, published in March, breaks down the allocations by institutions, while the yearly report *Average Units of Council Funding* enables institutions to check their own relative competitiveness in teaching each subject.

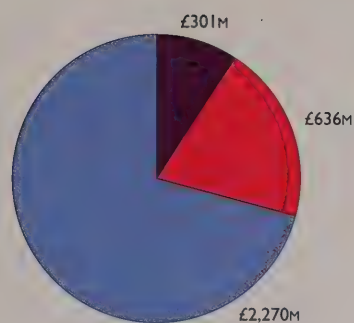
Funds are provided in the form of a block grant which institutions are free to distribute internally at their own discretion, as long as the funds are used for the broad purposes for which they were provided.

The funding includes £2,270 million in recurrent grant to support teaching and £636 million for research. A further £301 million is being distributed for other related activities.

The Council applied the same real terms adjustment to funding for teaching and for research. Recurrent funding for teaching and research taken together shows an overall cash increase of 2.1 per cent on the comparable funding in 1994-95.

The funding provides all institutions with an increase of at least 0.5 per cent in cash terms over the amounts received in 1994-95. The Council has a policy of providing transitional funding to universities and colleges which would otherwise be affected by large fluctuations in funding. A few institutions were provided with transitional funding totalling £2.4 million to ensure they reached the 0.5 per cent cash increase.





## Elements of Recurrent Funding for 1995-96 totalling £3, 207 million



Funding will provide for 712,000 full-time and 401,000 part-time students from the UK and EC countries in 1995-96.

To reinforce the Government's policy of consolidation, the Council set an upper limit for each institution on the number of students from the UK and other EC countries receiving publicly-funded tuition fees (award holders). This upper limit is expressed as a maximum aggregate student number (MASN). The upper limit set for 1995-96 will allow the number of new students for 1995-96 in higher education to remain at broadly the same level as in 1994-95. Institutions will be allowed to recruit additional students up to 1.5 per cent above the MASN before suffering a grant adjustment. The equivalent margin in 1994-95 was 1 per cent.

The Council allocated £4 million to fund additional part-time students and also provided £56 million as one-off payments to enable institutions to develop their infrastructure.

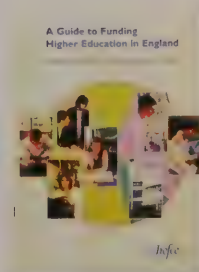
## Other Related Funding

Not all teaching, research and related activities can be adequately supported through formula funding. Each year the Council provides non-formula funding for a wide range of purposes. These include the additional costs of operating in the London area; liabilities inherited by institutions previously under local authority control; copyright libraries; museums, galleries and collections; and minority subjects. Special teaching initiatives and some programmes of continuing education are also supported by non-formula funding.

These funds are reviewed regularly and, where appropriate, are either phased out or incorporated into formula-based allocations. In 1995-96 non-formula funding amounts to £287 million, compared with £324 million in 1994-95.



*Students of the Faculty of Arts and Education at the University of Plymouth taking part in a dragon festival.*



# Meeting National and Local Needs

The Council's funding of teaching aims to encourage universities and colleges to meet local and national needs cost-effectively, while promoting high quality provision.

Students entering higher education come from a wide variety of backgrounds. The Council's policies reflect the changing character of the student population. Its policies also aim to promote wider access and opportunities through developments in part-time and lifelong learning, updating and retraining.

Universities and colleges are showing considerable initiative in responding to these trends. They are changing the way higher education is delivered, taking advantage of technology and open learning, providing modular courses, and allowing students a greater choice of subjects. Several institutions are also introducing changes to the academic year to

give students greater flexibility in their study patterns.

The Council, in partnership with the institutions, supports these developments through a series of initiatives and programmes which aim to promote good practice throughout the sector. In this way facilities and opportunities are being improved for existing students during the current period of consolidation and foundations laid for future expansion.

## Teaching and Learning Technology Programme

Teaching is being transformed by the introduction of new technology. One of the main initiatives in this area is the Teaching and Learning Technology Programme (TLTP), funded by the HEFCE and other higher education funding bodies.

By harnessing modern technology, the TLTP aims to make teaching and learning more productive and effective. Through the integration of technology into teaching, students have greater flexibility in their learning. It also enables staff to make better use of their time with students, helping to improve and maintain the quality of teaching provision.

The TLTP is one of the world's largest learning initiatives based on new technology. The programme now attracts £33 million from the

four UK funding bodies, and the participating institutions are adding at least a further £42 million over a four year period.

A TLTP catalogue, published in April 1995, provides information on over 500 teaching materials covering all the main subject areas. Teachers of the same subjects in different institutions have collaborated on more than 30 projects to develop these materials, which are available to institutions at cost price.

Examples include 24 different packages currently being used by all the schools of pharmacy in the UK, archaeology materials being used by nearly all of the 21 archaeology departments and a diagnostic mathematics test used by over 1,000 students studying engineering.

Eight national support centres offer advice and guidance on the implementation of technology-based learning. A study is also being undertaken to evaluate the TLTP materials in order to determine cost and educational effectiveness.

## Continuing Education

Higher education plays an important role in updating employment-related skills and meeting lifetime learning needs. Increasing numbers of highly qualified people are looking for post-experience courses and professional retraining; many

*The Sonoran Desert is a simulated biological training excursion to the desert landscapes of the south-western USA. Students use the multi-media programme to trek through the desert identifying animals and plants. The software was produced by the TLTP Biodiversity Consortium.*





others are seeking a range of intellectual challenges and opportunities for self-development throughout their lives. Continuing education meets these needs and represents a major area of growth in higher education.

The Council has recognised this trend by making continuing education a central element of higher education provision. From 1995-96 onwards, study leading to awards and credits will be included in the part-time funding method for teaching. Many courses which in the past did not contribute to an award have now been reorganised to do so.

The Council will provide £15 million annually over the next four years specifically to enable institutions to develop vocational education and training to meet the needs of employers and their local population. Funding has been allocated to 95 institutions on the basis of business plans submitted to the Council and assessed by an advisory group. These funds are being provided to develop new areas of activity in collaboration with local business, Training and Enterprise Councils, Chambers of Commerce and other partners.

Funds totalling £4.6 million have been made available through a bidding process to support non-vocational, non-award bearing continuing education.

## Postgraduate Education

Postgraduate numbers have increased sharply in recent years. Provision for postgraduates is funded by a range of bodies, including the Council, Research Councils, industry and commerce, as well as the students themselves. The HEFCE takes postgraduate numbers into account in funding both teaching and research, depending on the nature of the courses.

In order to bring a greater coherence into its policies for supporting postgraduate study, the Council has set up a wide-ranging review which will make recommendations on the size, shape, structure and funding of postgraduate education in HEFCE-funded institutions. The review, which is being co-sponsored by the Committee of Vice-Chancellors and Principals (CVCP) and the Standing Conference of Principals (SCOP), is being led by Professor Martin Harris, Vice-Chancellor of the University of Manchester. It will look at the purposes, planning and provision of postgraduate education against a background of relevant factors, including the demand for very highly qualified manpower in the UK.

## Links between Further and Higher Education

Under the terms of the Further and Higher Education Act 1992, the HEFCE is responsible for funding prescribed courses of higher education in further education colleges (FECs) in England.



*Leeds Metropolitan University has established a partnership with the Castleford Women's Centre in an area affected by pit closures. More than 50 women are now studying part-time at the centre for a degree in combined studies. The photograph shows Professor Leslie Wagner, Principal and Chief Executive, presenting a special citation to Mrs Margaret Handforth, team manager at the centre.*

*Photo: Guzelian Photography*



# Meeting National and Local Needs

The HEFCE is consulting on policy towards higher education provision in these colleges. The consultation is based on the HEFCE report *Higher Education in Further Education Colleges: Funding the Relationship*, which describes the current higher education provision in FECs and identifies issues for further consideration.

The report recognises that FECs are significant providers of higher education. They offer full degree and diploma courses directly funded by the HEFCE, and the foundation year or first year of degree courses provided through franchise arrangements with higher education institutions.

Further education colleges provide an important route to higher education for students with non-traditional backgrounds. The majority of students on vocational sub-degree courses take them at FECs, which are well placed to serve local needs, particularly in more remote areas.

## Meeting Special Educational Needs

The HEFCE has for two years provided funding to improve access for students with special needs. In 1993-94 the Council provided £3 million to support projects at 38 universities and colleges, and in 1994-95 a further 49 projects were supported with £2.8 million. The scheme was intended to promote long-term benefits for disabled students though 'pump-priming' funding.

The Council published a report *Access to Higher Education: Students with Special Needs* describing the projects funded in the 1993-94 initiative. This is designed to encourage institutions to widen access for students with special needs and disseminate examples of good practice.

Special needs have been widely defined by the initiative to include sensory or physical disabilities, specific learning difficulties (such as dyslexia), medical conditions or mental health problems.



Middlesex University is helping deaf students by providing sign language classes for staff. The project is supported by an initiative funded by the HEFCE to improve access for students with special needs.  
Photo: John Rifkin





# Promoting Libraries

This year has seen a major initiative on library development come to fruition. The HEFCE, from the outset, recognised the importance of adequate library facilities and study spaces to teaching and research. At its first meeting the Council set up a review group, chaired by Professor Sir Brian Follett, to look into the role of libraries in a climate of rapidly expanding student numbers and a world-wide explosion in information.

*The Joint Funding Councils' Libraries Review Group: Report*, published by the HEFCE in December 1993, dealt with several issues, including the management of libraries and information services, the needs of teaching and research and the role of information technology. It was warmly received by librarians and higher education institutions and welcomed by the Council.

The report identified the shortage of reader spaces as one of the sector's most pressing problems. While student numbers had grown by 70 per cent from 1986-87 to 1993-94, space for readers had grown by only a few per cent. The HEFCE responded by announcing that support for libraries would be the main priority for the selection of estate projects for new starts in 1995-96 and invited institutions to bid for capital funding.

The Council is providing £45 million of capital funding spread over three years, which will enable 25,000 additional reader spaces to be provided in 60 universities and colleges. Assuming typical usage rates, this will provide additional reader spaces for 200,000 students.

The total costs of the library projects will be £177 million, of which nearly three quarters is

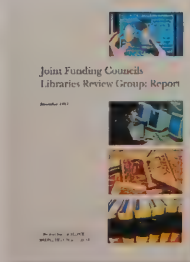
provided by institutions from their own resources and from private finance.

The Council has also accepted the report's recommendation that funding should be provided for specialised research collections in the humanities. As part of a UK-wide programme, the Council allocated £7.7 million to 37 institutions in 1994-95 and in 1995-96 will provide another £6.3 million to 44 institutions. Funding is conditional on free access being provided to bona fide researchers from the UK.

The report also recognised the pressures on library resources caused by the global information revolution and increasing student demand. The HEFCE is contributing to a £15 million Electronic Libraries Programme managed by the Joint Information System Committee (JISC) on behalf of the four higher education funding bodies in the UK. The programme involves more than 20 innovative electronic library projects, which will transform the use and storage of information in higher education institutions.



*The Aldham Roberts Learning Resource Centre at Liverpool John Moores University, which was partially funded by the HEFCE, opened in July 1994. The centre houses library and computing facilities for arts and professional studies students.*



# Assessing the Quality of Education

*Students from the Environmental Sciences Division at the University of Hertfordshire taking part in a field trip in the Italian Alps. The HEFCE assessed the quality of education in the division as excellent in January 1995, and, in particular, noted the strength of the field course programme.*

The Council has a statutory duty to ensure that provision is made for assessing the quality of education in institutions whose activities it funds. A Quality Assessment Committee (QAC) advises the Council on its statutory responsibilities and the Council's Quality Assessment Division (QAD) runs the assessment programme.

Quality assessment will give assurance that all education for which the HEFCE provides funding is of approved quality. Where an institution is found to offer unsatisfactory education, it is allowed up to 12 months to remedy the position. If the provision remains unsatisfactory, funding for that subject will be withdrawn.

The Council encourages improvements in the quality of education through the preparation of self-assessments, through publication of assessment reports following each visit and 'overview' reports on each subject assessed.

These reports describe many examples of good practice and indicate areas with potential for further improvement. They also provide effective and accessible public information on the quality of education offered in all institutions funded by the HEFCE.

Assessment visits began in 1993 and by summer 1995 the assessment of 15 subjects had been completed: anthropology, applied social work, architecture, business and management, chemistry, computer studies, English, environmental studies, geography, geology, history, law, mechanical engineering, music and social policy.





In these 15 subjects, there have been 976 assessments, including 554 visits. A total of 950 subject specialist assessors have been recruited and trained. 85 per cent of these assessors are academics from higher education institutions in the UK. The remainder come from industry, commerce, the professions and further education colleges.

To date there have been 11 judgements of unsatisfactory provision. The institutions concerned have taken, or are taking steps to remedy the situation. The five institutions so far revisited have all been found to provide satisfactory provision on reassessment.

**Development of the Method**

In April 1994 an independent report commissioned from the Centre for Higher Education Studies in the Institute of Education, University of London, confirmed that quality assessment was regarded in higher education institutions as a justifiable undertaking, which was already producing benefits. A number of suggestions for improvements were made.

In the light of this report, and of its own programme of evaluation, the Council sought the views of universities and colleges on the further development of the method. In September 1994 it welcomed the overwhelming support of institutions for proposals to revise the assessment method.

Based on the outcome of this consultation process, the Council issued Circular 39/94 in December 1994. This gave details of the new assessment method to be introduced from April 1995.

Two key areas of change have been introduced. First, all academic departments in the subject being assessed are now visited (only 60 per cent of departments were visited when the first 15 subjects were assessed). Second, there is a core set of six aspects of provision around which self-assessments, assessment visits, judgements and reports are structured.

These six aspects of provision are: curriculum design, content and organisation; teaching, learning and assessment; student progression and achievement; student support and guidance; learning resources; and quality assurance and enhancement. Each of these is evaluated on a four point assessment scale to create a graded profile. An overall threshold judgement is derived from the profile - either 'approved' or 'subject to reassessment within a year'.

The principles of the assessment method remain broadly the same. These are:

- **assessment against the provider's aims and objectives**
- **assessment of the student learning experience and student achievement**
- **assessment by peer review**
- **combination of internal and external processes - a self-assessment prepared by the subject provider and an assessment visit by external assessors.**

The revised method is being applied to the programme of assessment between April 1995 and September 1996. The eight subjects being assessed in this period are: sociology, Iberian languages and studies, chemical engineering, German, linguistics, French, Russian, and Eastern European languages and studies.

The Council has agreed to establish a Fund for the Development of Teaching and Learning, an initiative which will stimulate developments in teaching and learning and disseminate good practice across the sector. It is being developed by the Quality Assessment Committee, which will bring proposals to the Council in the autumn of 1995.

# Promoting High-quality Research

The HEFCE is a major contributor to the UK's research base. Funds provided by the Council support basic research and contribute to the cost of training. Basic research forms the foundation for strategic and applied work, much of which is later supported by the Research Councils, charities, industry and commerce.

Funding is provided by the Council under the dual support system. The Council contributes to the salaries of permanent academic staff, premises, equipment and central computing costs. The Research Councils provide for direct research costs and make a contribution to indirect research costs.

The Council is committed to promoting excellence in research. It distributes most of its research funds selectively to those institutions which have demonstrated their strength in research according to national and international standards.

In funding and assessing research the Council is working with other partners towards the objectives of wealth creation and recognition of research relevant to industrial and other users. These themes were set out in the Science, Engineering and Technology White Paper *Realising our Potential* (Cm 2250) and the White Paper *Competitiveness: Helping Business to Win* (Cm 2563). The Council is also discussing with the Office of Science and Technology the implementation of the results of the Technology Foresight Programme.

## Research Funding

Funding for research provided by the Council in 1995-96 amounts to

£636 million and is allocated as follows:

- Quality-related Research (QR) funding (£600 million)
- Development Research (DevR) funding (£16 million)
- Generic Research (GR) funding (£20 million).

## QR Funding

QR funding represents some 94 per cent of total research funding and is distributed to institutions on the basis of the quality and volume of their research.

Funding allocations take place within 72 subject areas (units of assessment). The Council has reviewed the sums allocated to each of these units of assessment and, over a three year period, is adjusting the unit rates to bring them within fixed ranges defined for four broad subject groups (clinical; science and technology; non-science and non-technology; and education).

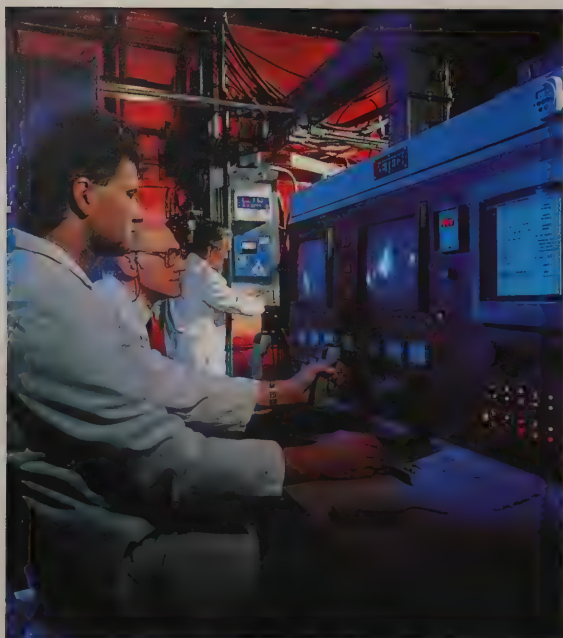
## DevR Funding

DevR funding encourages the development of research potential in institutions which had not received substantial research funds before 1993.

## GR Funding

The Council introduced GR funding in response to the theme of wealth creation in the White Paper *Realising Our Potential* published in 1993. GR funding rewards research which is collaborative, does not

*Researchers operating the control desk for the plasma furnace in the Interdisciplinary Research Centre at the University of Birmingham. The furnace uses helium gas at about 10,000°C to melt metal to produce special alloys.*





have a single beneficiary, and points the way towards a range of new applications. This provides incentives for institutions and researchers to work with the users of research on long-term, more speculative ventures.

Allocations are made to institutions in proportion to their qualifying income. Qualifying income is the total received from the users of research for collaborative projects where the institution retains the intellectual property and publication rights to the related research. Institutions remain free to negotiate contracts on whatever terms they wish, but where intellectual property rights are ceded to the sponsor the income will not qualify for the purposes of calculating GR funding.

## Research Assessment

The quality of research is assessed by peer review in a Research Assessment Exercise conducted every three or four years. The last Exercise was completed in 1992 and the next is scheduled for 1996.

In June 1994, following wide consultation, the Council along with the other three bodies responsible for funding higher education in the UK published the new arrangements for the next Research Assessment Exercise. The results of this exercise will be used by the funding bodies to determine grant for research with effect from 1997-98.

Reflecting the themes of the two White Papers, assessment panels will be asked to give full recognition to work of direct relevance to the needs of industry and commerce. There will be no separate assessment of basic, strategic and applied research; all research will be given an equal weight.

The purpose of the exercise is to assess quality not productivity. Consequently information on the number of publications produced by members of staff will no longer be required. Institutions will be invited to list up to four publications or other forms of public output for each member of staff whose research over a four year period is to be taken into account. In the case of arts and humanities subjects, a six year period will apply.

## Accountability

Institutions are required to report annually on their allocation of research funding. The first reports on the internal distribution of funding were required by the Council by 31 July 1995 and cover the 1994-95 allocations of research funds.

## Humanities Research

In recognition of its special responsibility to support the humanities, the HEFCE has agreed to fund the major part of a scheme to promote collaborative research in humanities subjects. The scheme, known as the HEFCE/British Academy's Humanities Research Board Fellowships, will be funded initially over a five year period.

The HEFCE will make a contribution of £500,000 in the first year, rising to £750,000 in the second and subsequent years. The Academy's Humanities Research Board will also provide funding and will be responsible for managing the scheme. The Scottish and Welsh Funding Councils will also be participating in this scheme from 1996-97.



*Under its programme to promote specialist research collections in the humanities, the HEFCE is providing funding to the University of Sussex, including a grant to the Mass Observation Archive. Staff at the John Hansard Gallery, University of Southampton, borrowed and mounted 10,000 photographs from the Archive for an exhibition and associated lecture series on contemporary Britain. All the photographs were taken on the same day - 14 August 1987.*

# Enhancing the Infrastructure and Capital Base

The Council aims to help institutions maintain and develop their buildings, land and equipment and encourages them to plan effectively to meet future needs. It also promotes measures to encourage private investment in higher education.



The Atrium is at the heart of Sheffield Hallam University's City Campus which was officially opened by Her Majesty The Queen in March 1994. The £27 million City Campus development provides state-of-the-art teaching, learning and social facilities funded by commercial and public sources, including a grant of £2.6 million from the HEFCE.

There are two elements to capital funding: estates and equipment funds distributed by formula; and funding for specific capital and maintenance projects. Total capital funding for 1995-96 amounts to £353 million, of which more than 70 per cent is distributed by formula.

The Council allows institutions considerable flexibility in how they use formula-based funds. For 1995-96 the formula-based capital grant of £248 million for building and equipment has been announced as a single sum. It is for institutions to decide how their allocation should be apportioned.

From November 1994, institutions have been able to use any part of the formula-based grant to service and repay debt, whereas previously

it had to be used as direct expenditure on capital works.

Capital project funding covers both continuing and new projects. Over the next three years, the Council is providing £45 million to support library projects worth nearly £180 million (see page 13).

The balance must be provided from institutions' own resources or from private capital which may include loans. In future it is likely that the Council will shift a greater proportion of project funding into formula funding to give institutions even more control over resources for capital development.

## Private Investment

Universities and colleges have enjoyed considerable success in attracting private sector investment. Traditionally, institutions have borrowed to fund projects such as halls of residence where there is a known income stream but, increasingly, they are looking towards the commercial sector for a wider range of private finance solutions to their development needs, including accommodation for teaching and research and equipment.

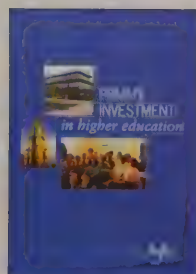
The Government's Private Finance Initiative (PFI) was launched in 1992 to promote partnerships between the public and private sectors on a commercial basis. The PFI aims to increase both capital investment and the use of skills, ideas and

management practices from the private sector.

In response to the PFI, the Council has set up a Private Finance Unit to promote and monitor these developments. In March 1995 the HEFCE (in association with the other higher education funding bodies, the CVCP and SCOP) organised a conference in London on *Private Finance and Higher Education* which brought together the academic community, the finance sector and commercial and professional organisations. The Council has published a booklet entitled *Private Investment in Higher Education* to help the commercial sector assess the profit and risks involved in loans and joint ventures with the higher education sector.

These projects may involve an equity share, where the commercial sector partner's contribution involves not only the provision of capital, but construction, retention of ownership, management and operation. An important element is the placing of risk where it can best be managed. If the private sector assumes a significant share of a project's risk, it will also be able to benefit.

The Private Finance Unit keeps registers of education projects for which private finance is sought and of commercial organisations wishing to do business with universities and colleges.





# Developing Information Systems

The Joint Information Systems Committee (JISC) advises the four higher education funding bodies in the UK on ways to increase the use of information systems to benefit both staff and students. This year the funding bodies have approved a total budget of £31.5 million for JISC, including the HEFCE's contribution of £27 million.

The main activities of the JISC are the maintenance of the Joint Academic Network (JANET) and the development of the enhanced network SuperJANET, which is capable of handling real-time multi-media traffic and the transmission of sound and video. Access to SuperJANET has been greatly expanded this year from 55 sites to over 90 sites. In addition, very high speed Metropolitan Area Networks (MANs) are to be created with additional funding from HEFCE, following similar developments in Scotland and Wales.

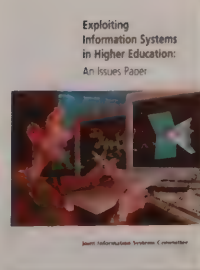
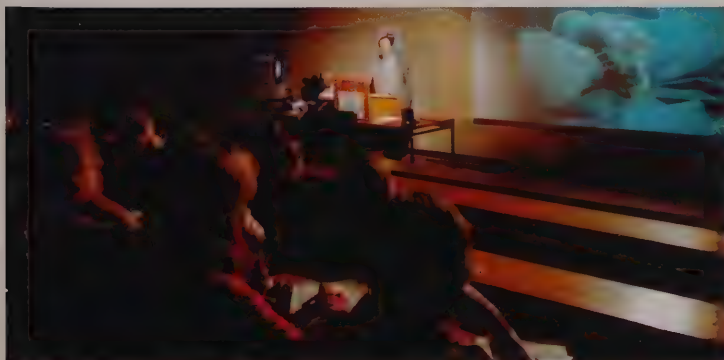
The JISC is providing a comprehensive range of on-line information across the major disciplines on JANET and SuperJANET. This year it purchased chemistry datasets and a major poetry database, which have been added to the network. A new dataset will be developed in the arts and humanities in collaboration with the British Academy.

All institutions are being encouraged to prepare strategies designed to exploit information resources fully. The JISC has commissioned consultants and arranged workshops to help institutions in this task.

The growing importance of information technology requires a new strategy if the higher education sector is to build on its leading position. As a first step an issues paper was published in April 1995 by the JISC. This has been well received and the responses are being analysed prior to the preparation of a strategy later this year. The following issues were highlighted in the consultation:

- the need to improve the reach of the network to home, industry, colleges and schools
- the need to encourage the necessary culture change and training to exploit high performance networking
- the need to address copyright and intellectual property rights issues in electronic information
- the need to increase the effective use of IT in the management of institutions.

*Students at five other universities are sharing this lecture with medical students at Newcastle University. The advanced network SuperJANET enables students from different universities to participate in the same lecture interacting with the lecturer and each other.*



# Improving Management and Accountability

**The HEFCE is responsible for allocating public funds to institutions and lays down accountability requirements in respect of those funds.**

The Council ensures that institutions have appropriate arrangements for financial management and accounting, and that funds are used for the purposes for which they were given. The Council is also responsible for promoting value for money from public investment and good management practice.

The Council's Audit Service gives the Chief Executive, as Accounting Officer, an assurance on all control arrangements, financial and otherwise, for both the sector and the Council itself. During 1994-95 the Audit Service made visits to more than 40 institutions.

## Severance Payments

During the year the Chief Executive wrote to the University of Huddersfield asking that the severance package for its departing Vice-Chancellor be set aside. A memorandum by the HEFCE on the severance terms was included in a report sent by the Comptroller and Auditor General to the Public Accounts Committee.

In its report on the Huddersfield case, the PAC commended the HEFCE on its swift action.

The HEFCE considered that the issues raised at Huddersfield had wider implications for the higher education sector, and the Chief Executive wrote to all institutions requiring them to disclose in their

accounts severance payments to higher paid staff as well as their salaries from 1994-95.

The Council also surveyed the higher education sector to establish the extent and nature of financial settlements made to senior staff in the three years to March 1995. Institutions in England reported over £6 million in severance settlements to 86 senior staff.

## Value for Money

In May 1994 the UK funding bodies established a Value for Money Steering Group, chaired by Professor Tom Husband, Vice-Chancellor of the University of Salford. After consulting the sector, the Group decided that initially there should be two national studies, one on energy management the other on treasury management. After these studies have been completed a report and management review guide on each of them will be issued.

## Guide for Governors

The Committee of University Chairmen (CUC), in association with the HEFCE and the Higher Education Funding Council for Wales, has produced a *Guide for*



*Linking teaching and research: Dr Terry Davies (left) of the Faculty of Engineering, University of West of England, examines a six-legged robot - built as a student project - with Ian Horsfield, a member of the faculty's Intelligent Autonomous Systems Research Team.*

*Members of Governing Bodies of Universities and Colleges in England and Wales. This builds on the advice circulated by the CUC to universities and colleges in December 1994 on good practice in governance. Key issues include: the need for audit committees, nomination committees for membership of governing bodies, and remuneration committees for senior staff salaries.*



# Monitoring Financial Health

One of the Council's major roles is to monitor the financial health of higher education institutions to ensure that they continue to provide the teaching and research for which funding has been provided.

This role was highlighted by the National Audit Office (NAO) in its report *The Financial Health of Higher Education Institutions in England*, published in December 1994. The report noted that the Council has well-established arrangements for detailed monitoring of institutions facing actual or potential financial difficulties.

Institutions are independent bodies, responsible for managing their own affairs. The Council will continue to work with institutions which experience financial problems, but will provide no additional funding. It will seek assurance from institutions in difficulty that they are securing their own financial future.

At the beginning of 1994-95 six institutions faced immediate financial difficulties. These institutions have been subject to detailed monitoring and two moved out of the high risk category later in the year.

The NAO noted that the sector had been showing healthy operating surpluses in the three years to 1992-93, and these were forecast to continue in 1993-94. This was against a background of a reduction in public funding per student of 26 per cent in real terms over the five years to 1993-94.

These results show the effectiveness of the overall management of

institutions. The actual outcome for all institutions in the sector in 1993-94 shows a surplus of £108 million on an income from all sources of £7,570 million. The net margin of 1.42 per cent of income illustrates, however, just how tight the financial position remains.

The NAO's report and the Council's analysis of future forecasts indicate that operating surpluses over the next three years are likely to become even tighter as public funding per student is scheduled to decline in real terms by 11 per cent over the period 1994-95 to 1996-97. Against this background, monitoring the financial health of individual institutions assumes a role of even greater importance.

The Council also monitors and regulates borrowing by institutions. The NAO report commented that the Council '... is playing a crucial role in approving borrowing requests and assessing the impact on the institutions' financial health. It needs to continue to ensure that its controls are sufficient to identify those cases where borrowing could put the institutions' health at risk'.

The Council has prepared a report of good practice recommendations for the sector based on the findings of the NAO report and the experience of its own auditors.



Students relaxing in the Students' Union, which is part of the Elwes Building at Cheltenham and Gloucester College of Higher Education. The £6.5 million building, which contains academic and social facilities, was opened in November 1994.

# The HEFCE

The HEFCE was established on 6 May 1992 under the terms of the Further and Higher Education Act (FHE) Act 1992. The HEFCE is a non-departmental public body operating within a policy and funding context set by the Government.

Executive is required from time to time to appear before the Public Accounts Committee of the House of Commons, and did so on 16 January 1995 and 20 February 1995.

## Responsibilities

Council members, including the Chairman and Chief Executive, have collective responsibility for the control and management of the Council as a corporate body. The Council develops policies and ensures that projects and activities undertaken by the HEFCE are consistent with the overall provisions of the FHE Act and any guidance or directions issued by the Secretary of State.

Members of the Council have adopted a Code of Best Practice which requires them to observe the highest standards of impartiality, integrity and objectivity in relation to stewardship of public funds and management of the HEFCE.

## Corporate Plan

The Council has prepared a Corporate Plan covering the three years from 1994-97, which sets out how the HEFCE intends to approach its functions, and the strategic aims, policies and priorities it will adopt. The Corporate Plan also defines the operational objectives for the year 1994-95.

## People

The Council employs around 180 staff at its headquarters in Bristol. The directorate consists of the Chief Executive and four directors. The administrative structure of the

The Council assumed responsibility for funding higher education in England on 1 April 1993, succeeding the Universities Funding Council and the Polytechnics and Colleges Funding Council.

The Council's main functions are to advise the Secretary of State for Education and Employment (DFEE) on the funding needs of higher education institutions and to distribute available funds for teaching, research and associated activities.

## Accountability

The formal relationship of the Council with the DFEE is set out in a Financial Memorandum and a Management Statement.

The Secretary of State is accountable to Parliament for the HEFCE's activities. Parliament also exercises oversight and scrutiny of the Council through the Comptroller and Auditor General, the Head of the National Audit Office. The Comptroller and Auditor General is responsible for auditing the HEFCE's accounts and for examining the economy, efficiency and effectiveness of the HEFCE's use of resources.

The HEFCE's Chief Executive is the Accounting Officer for the funds made available to the Council by the Secretary of State. As Accounting Officer, the Chief

*Links with industry: Researchers in the Rapid Prototyping Centre at the University of Liverpool are creating polymer prototypes directly from CAD programs for a wide range of industrial products. Spencer Onuh, a postgraduate student from Nigeria, is checking a prototype, the accuracy of which is within 0.1 mm*



Council is shown in the diagram below.

The Council is committed to achieving the Investors in People standard. An action plan has been agreed after consulting staff to assist in meeting the required standard.

Relationship with other Bodies

The HEFCE co-operates regularly with the other higher education funding bodies in the UK and the Further Education Funding Council. The higher education funding bodies have two joint committees and a number of joint working and advisory groups (see pages 34 and 35). The Council regularly consults with the institutions' representative bodies and the other funding bodies on joint initiatives.

Under the terms of the FHE Act 1992, the Council provides advisory services to the Department of Education Northern Ireland (DENI), the Northern Ireland Higher Education Council (NIHEC), and the Department of Agriculture Northern Ireland (DANI). The relationship between the HEFCE, DENI and DANI is set out in a service level agreement between the three bodies.

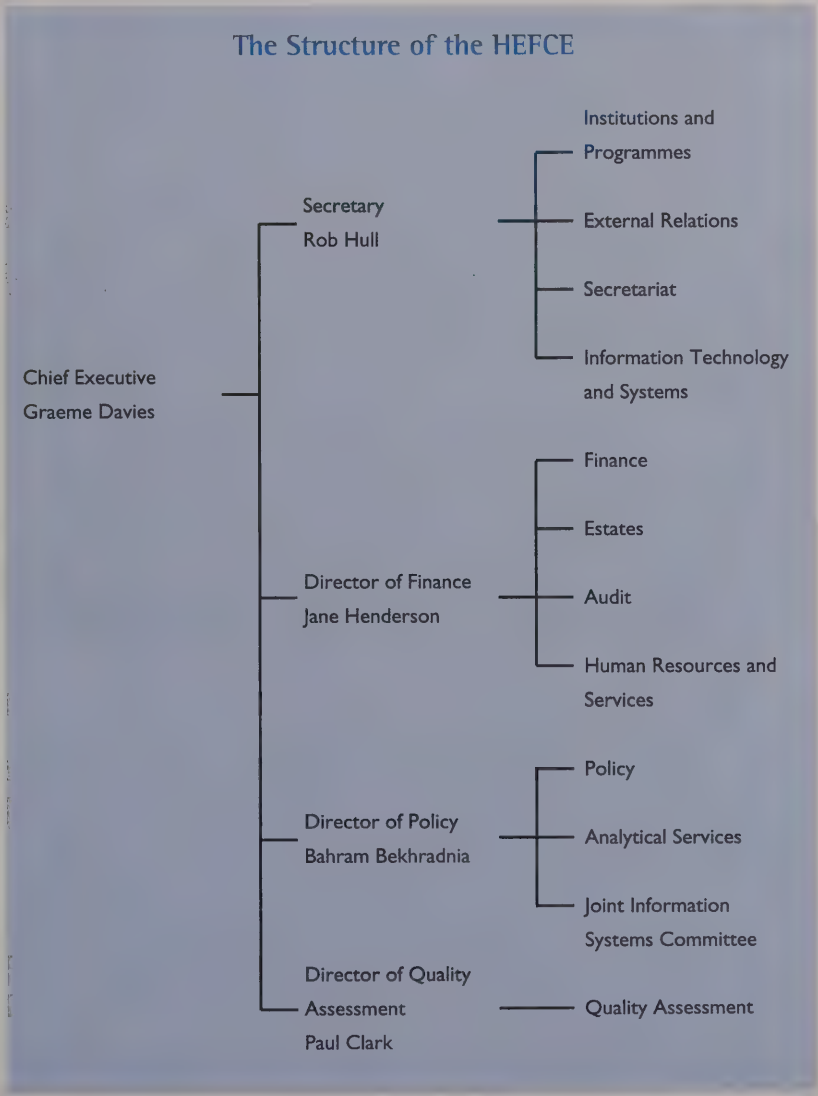
Medical and dental education and research depend on a partnership between the Council and the National Health Service (NHS). HEFCE funds underpin teaching and research in university medical schools, while NHS funds support the clinical facilities needed to carry out these activities.

The Joint Medical Advisory Committee advises the higher education funding bodies in the UK on policy. The Committee undertook a study monitoring the relationship between the universities and the NHS in delivering teaching and research. The report *University NHS Interactions* was published in March 1995.

The Higher Education Statistics Agency (HESA) has been set up to collect data on students, staff and finance from higher education institutions in the UK using

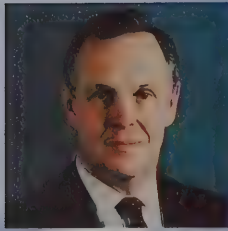
consistent terms and conditions. The Council is using data collected by HESA to provide information and advice to the Secretary of State to develop funding policies, to monitor the income, spending and activities of institutions and to audit and adjust the statistics collected by the Council to allocate funding.

The Teacher Training Agency was established on 1 October 1994 to take over from the Council the funding of initial teacher training from 1995-1996.



# The HEFCE Council Members

The following served on the Council during the year under review:



**Chairman**  
**Mr Brandon Gough,**  
Director  
National Power plc,  
Director De La Rue plc



**Professor Sir Brian Follett,**  
Vice-Chancellor,  
University of Warwick



**Chief Executive**  
**Professor Graeme Davies**



**Sir Robert Gunn,**  
Chairman,  
Further Education Funding  
Council - retired  
5 May 1994



**Mrs Joan Bingley,**  
Chartered Secretary  
in public practice - appointed  
6 May 1994



**Professor Kay-Tee Khaw,**  
Professor of Clinical  
Gerontology, University of  
Cambridge



**Professor Sir John Cadogan,**  
Director General,  
Research Councils



**Sir Idris Pearce,**  
Chairman,  
Higher Education Funding  
Council for Wales



**Professor Sir Colin Campbell,**  
Vice-Chancellor,  
University of Nottingham



**Sir Robert Scholey,**  
formerly Chairman,  
British Steel plc



**Mr Michael Fallon,**  
former Minister,  
Department for Education



**Professor Sir John Shaw,**  
Deputy Governor,  
Bank of Scotland and  
Chairman, Scottish Higher  
Education Funding Council -  
retired 5 May 1994





**Dr John Strickson,**  
Principal,  
North East Surrey College of  
Technology - appointed  
13 April 1994



**Secretary to the  
Council**  
**Mr Finlay Scott -**  
left June 1994



**Dr Rab Telfer,**  
Chairman,  
Board of Governors,  
University of Teesside, formerly  
Chairman, BSI Standards



**Dr Rob Hull -**  
appointed  
22 August 1994



**Miss Janet Trotter,**  
Director,  
Cheltenham & Gloucester  
College of Higher Education



**Assessor**  
**Mr Roger Dawe,**  
Deputy Secretary,  
Department for  
Education and  
Employment



**Professor David Watson,**  
Director,  
University of Brighton



**Observers**  
**Professor John Andrews,**  
Chief Executive,  
Higher Education Funding  
Council for Wales



**Council Member appointed  
after 31 March 1995**



**Mr Peter Holmes,**  
Under Secretary,  
Department of Education  
Northern Ireland



**Ms Barbara Stephens,**  
Director of Operations,  
West Cumbria Development  
Agency - appointed 6 May 1995



**Professor John Sizer,**  
Chief Executive,  
Scottish Higher Education  
Funding Council

An observer from the Teacher Training Agency  
attends by invitation

# Summary Statement of Accounts

## INCOME AND EXPENDITURE ACCOUNT

for the year to 31 March 1995

### Income

Government Grants

Grants from DFE

Recurrent Funding

Major Capital

Minor Capital & Equipment

Access Funds

Animals (Scientific Procedures) Act

Council Administration

Transfer from Deferred Grant Account

Income from Activities

Funding from other sources

Other Operating Income

### Total Income

### Expenditure

Grants paid to Institutions

Recurrent Expenditure

Major Capital

Minor Capital & Equipment

Access Funds

Animals (Scientific Procedures) Act

Council Administration Costs

Staff costs

Depreciation

Other

### Total Expenditure

### Operating Surplus

Profit on Sale of Fixed Assets

Appropriations to DFE

### Surplus for the Period

£000

3,083,307	
99,700	
224,286	
21,014	
1,441	
11,041	3,440,789

581

265

3,335

175

3,775

**3,445,145**

3,056,961	
77,896	
271,381	
21,014	
982	3,428,234

4,593

567

6,872

12,032

**3,440,266**

**4,879**

5

-642

**4,242**



## Status of Summary Statement of Accounts

1. This is a summary statement of accounts and foreword for the year ended 31 March 1995: the full statement of accounts has been laid before Parliament and has been published by HMSO. The income and expenditure account for the year ended 31 March 1995 has been extracted from the full statement of accounts.

## Audit Report

2. The full statement of accounts has been audited by the Comptroller and Auditor General, who expressed an unqualified audit opinion thereon. The Comptroller and Auditor General had no observations to make on the full statement of accounts.

## Review of Activities

3. The main activities of the Council during the period up to 31 March 1994 were described in last year's annual report. The main activities during the year ended 31 March 1995 are described on pages 1, 2 and 4-23 of this report.

## Assessment of progress and future developments

4. Assessment of progress and a review of future developments are given on pages 1, 2 and 4-23 of this report.

## Events since the end of the Financial Year

5. Events since the end of the financial year are described on pages 1, 2, 4, 5, 7-11, 15-19, and 21-23 of this report.

## Council Membership

6. The members who served on the Council throughout the financial year are given on pages 24 and 25.
7. The changes in the membership of Council are given on pages 24 and 25.

## Salaries and Wages

8. Details of Council Members' emoluments and expenses, senior employees' remuneration, and staff costs are given in note 6 in the HEFCE's accounts.

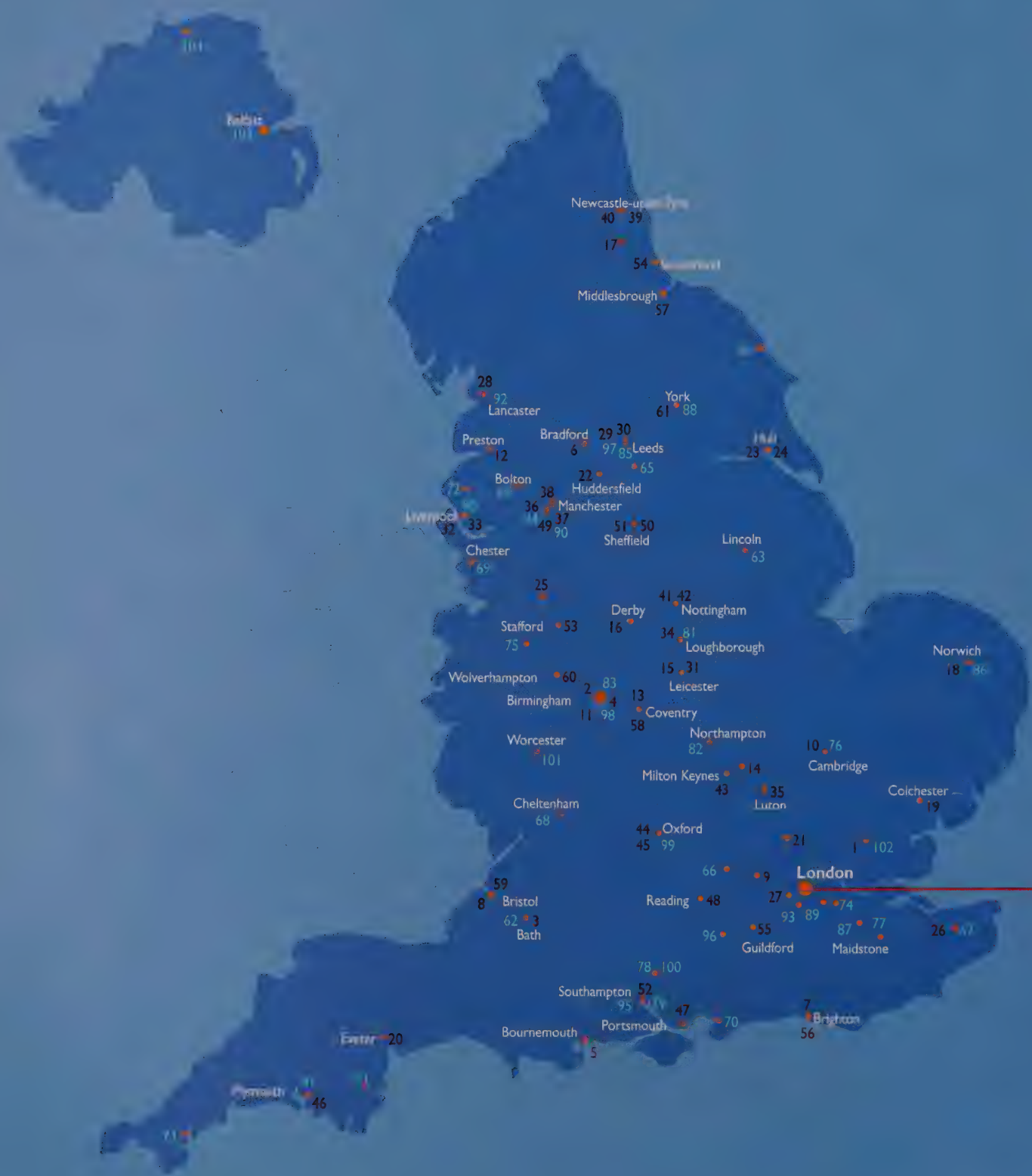
## Remuneration Committee

9. A Remuneration Committee was established during the year. The members of the Committee are listed on page 34.



Research Student Paul Wilkinson of the Physics Department at Royal Holloway College, University of London using lasers to align a synthetic diamond in order to study the quality of its surface.

# Map of Higher Education Institutions





## Universities

- 1 Anglia Polytechnic University
- 2 Aston University
- 3 University of Bath
- 4 University of Birmingham
- 5 Bournemouth University
- 6 University of Bradford
- 7 University of Brighton
- 8 University of Bristol
- 9 Brunel University
- 10 University of Cambridge
- 11 University of Central England  
in Birmingham
- 12 University of Central Lancashire
- 13 Coventry University
- 14 Cranfield University
- 15 De Montfort University
- 16 University of Derby
- 17 University of Durham
- 18 University of East Anglia
- 19 University of Essex
- 20 University of Exeter
- 21 University of Hertfordshire
- 22 University of Huddersfield
- 23 University of Hull
- 24 University of Humberside
- 25 Keele University
- 26 University of Kent at Canterbury
- 27 Kingston University
- 28 Lancaster University
- 29 University of Leeds
- 30 Leeds Metropolitan University
- 31 University of Leicester
- 32 University of Liverpool
- 33 Liverpool John Moores University
- 34 Loughborough University  
of Technology
- 35 University of Luton
- 36 University of Manchester
- 37 UMIST
- 38 Manchester Metropolitan University
- 39 University of Newcastle upon Tyne
- 40 University of Northumbria  
at Newcastle
- 41 University of Nottingham
- 42 Nottingham Trent University
- 43 The Open University
- 44 University of Oxford
- 45 Oxford Brookes University
- 46 University of Plymouth
- 47 University of Portsmouth
- 48 University of Reading
- 49 University of Salford
- 50 University of Sheffield
- 51 Sheffield Hallam University
- 52 University of Southampton
- 53 Staffordshire University
- 54 University of Sunderland
- 55 University of Surrey
- 56 University of Sussex
- 57 University of Teesside
- 58 University of Warwick
- 59 University of the West of  
England, Bristol
- 60 University of Wolverhampton
- 61 University of York
- 103 The Queen's University of Belfast
- 104 University of Ulster

## Colleges

- 62 Bath College of HE
- 63 Bishop Grosseteste College
- 64 Bolton Institute of HE
- 65 Bretton Hall
- 66 Buckinghamshire College of HE
- 67 Canterbury Christ Church College
- 68 Cheltenham & Gloucester  
College of HE
- 69 Chester College of HE
- 70 Chichester Institute of HE
- 71 Dartington College of Arts
- 72 Edge Hill College of HE
- 73 Falmouth College of Arts
- 74 College of Guidance Studies
- 75 Harper Adams Agricultural College
- 76 Homerton College, Cambridge
- 77 Kent Institute of Art & Design
- 78 King Alfred's College, Winchester
- 79 La Sainte Union College of HE
- 80 Liverpool Institute of HE
- 81 Loughborough College of Art  
& Design
- 82 Nene College
- 83 Newman College
- 84 North Riding College
- 85 Northern School of Contemporary Dance
- 86 Norwich School of Art & Design
- 87 Ravensbourne College of  
Design & Communication
- 88 College of Ripon & York St John
- 89 Rose Bruford College
- 90 Royal Northern College of Music
- 91 College of St Mark & St John
- 92 S. Martin's College
- 93 St Mary's College
- 94 Salford College of Technology
- 95 Southampton Institute of HE
- 96 Surrey Institute of Art & Design
- 97 Trinity & All Saints
- 98 Westhill College
- 99 Westminster College, Oxford
- 100 Winchester School of Art
- 101 Worcester College of HE
- 102 Writtle College

## London

- City University
- University of East London
- University of London
  - Birkbeck College
  - Goldsmiths College
  - Imperial College of Science, Technology  
and Medicine
  - Institute of Education
  - King's College London
  - London School of Economics and Political  
Science
  - London School of Hygiene and Tropical  
Medicine
  - Queen Mary and Westfield College
  - Royal Holloway, University of London
- Royal Postgraduate Medical School
- Royal Veterinary College
- St George's Hospital Medical School
- School of Oriental and African Studies
- School of Pharmacy
- University College London
- Wye College
- University of Greenwich
- London Business School
- London Guildhall University
- Middlesex University
- University of North London
- South Bank University
- Thames Valley University
- University of Westminster
- Central School of Speech  
and Drama
- Institute of Advanced Nursing  
Education
- The London Institute
- Roehampton Institute
- Royal Academy of Music
- Royal College of Art
- Royal College of Music
- Trinity College of Music
- Wimbledon School of Art

Institutions listed under London include colleges, institutes and associated institutions of the University of London and other higher education institutions with a London postal address.

# Recurrent Grant for 1995-96 and Students for 1994-95

Institution	Figures in £000s			Total Recurrent Grant	% Change in Teaching and Research grant from AY 1994-95	Students	
	Teaching Grant	Research Grant	Other Allocations			Full-Time and Sandwich	Part-time and Sandwich Year-out
Anglia Polytechnic University	22,232	320	1,449	24,001	2.8%	10,273	7,469
Aston University	11,461	3,601	921	15,983	0.5%	4,309	708
University of Bath	12,452	8,013	691	21,156	0.9%	5,422	1,682
Bath College of HE	4,131	553	284	4,967	2.3%	2,200	602
University of Birmingham	38,447	22,276	1,231	61,955	2.0%	14,362	2,680
Birkbeck College	11,718	4,203	1,776	17,696	1.6%	407	16,184
Bishop Grosseteste College	204	0	28	232	1.0%	804	157
Bolton Institute of HE	12,087	95	455	12,637	2.3%	4,178	2,902
Bournemouth University	14,655	292	522	15,470	2.1%	7,372	2,075
University of Bradford	16,404	5,504	774	22,682	1.3%	6,688	971
Bretton Hall	2,894	5	158	3,058	3.1%	1,907	240
University of Brighton	20,924	2,219	838	23,981	1.9%	9,132	3,293
University of Bristol	31,477	17,209	1,241	49,927	0.7%	10,335	1,438
Brunel University	19,312	4,253	2,871	26,436	2.8%	8,383	3,126
Buckinghamshire College of HE	11,619	7	445	12,070	2.2%	5,128	2,802
University of Cambridge	38,686	45,796	-7,998	76,484	5.6%	14,771	2,999
University of Central England	26,222	33	973	27,228	1.9%	9,271	7,414
University of Central Lancashire	29,706	841	901	31,448	2.0%	9,894	5,393
Central School of Speech & Drama	1,476	0	305	1,781	1.4%	548	74
Canterbury Christ Church College	5,798	234	247	6,280	3.6%	4,143	3,715
Cheltenham and Gloucester CHE	11,561	632	441	12,633	1.5%	5,452	2,024
Chester College of HE	4,367	41	224	4,631	2.3%	2,871	2,091
Chichester Institute	3,974	0	128	4,102	2.1%	2,371	1,191
City University	9,427	4,120	3,842	17,389	3.1%	4,598	1,274
Coventry University	27,892	2,617	752	31,261	2.5%	10,672	3,509
Cranfield University	10,612	3,316	1,171	15,099	0.5%	2,422	516
Dartington College of Arts	1,318	53	34	1,405	1.0%	427	1
De Montfort University	39,026	2,133	1,149	42,309	1.8%	17,240	5,009
University of Derby	15,643	404	493	16,540	4.3%	8,311	2,725
University of Durham	19,359	9,255	536	29,150	2.4%	8,395	2,492
University of East Anglia	13,412	8,266	716	22,394	1.3%	6,316	1,202
University of East London	22,508	1,034	2,820	26,362	1.7%	8,826	3,495
Edge Hill College of HE	5,419	5	239	5,663	2.1%	3,750	1,648
Institute of Education	2,191	3,812	1,019	7,022	0.7%	1,473	2,077
University of Essex	10,129	5,452	327	15,907	1.5%	4,936	766
University of Exeter	16,880	8,434	663	25,978	0.7%	7,979	1,783
Falmouth College of Arts	1,881	0	48	1,930	1.7%	833	90
Goldsmiths College	9,148	2,168	2,000	13,317	2.3%	4,061	793
University of Greenwich	26,643	1,090	3,965	31,698	3.1%	11,685	5,235
The College of Guidance Studies	327	0	35	362	3.0%	135	198
Harper Adams Agricultural College	4,172	133	314	4,619	2.0%	1,400	41
University of Hertfordshire	26,717	1,362	1,878	29,957	2.4%	12,568	3,619
Homerton College, Cambridge	208	335	5	549	2.4%	959	241
University of Huddersfield	22,612	996	607	24,215	2.1%	8,629	4,419
University of Hull	17,218	5,952	574	23,744	0.5%	7,427	2,804
University of Humberside	22,339	279	684	23,301	2.8%	10,492	2,852
School of Hygiene & Tropical Medicine	2,142	3,493	787	6,422	6.0%	476	172



Institution	Figures in £000s			Total Recurrent Grant	% Change in Teaching and Research grant from AY 1994-95	Students	
	Teaching Grant	Research Grant	Other Allocations			Full-Time and Sandwich	Part-time and Sandwich Year-out
Imperial College	21,794	24,597	8,040	54,431	*	7,090	614
Institute of Advanced Nursing Education	1,493	0	377	1,869	2.1%	145	1,326
Keele University	9,805	4,175	318	14,299	2.4%	5,528	1,385
University of Kent at Canterbury	13,664	5,529	294	19,487	0.9%	6,537	1,118
Kent Institute of Art & Design	3,698	0	95	3,793	1.2%	1,439	168
King Alfred's College, Winchester	3,377	1	185	3,563	4.7%	2,902	1,243
King's College London	22,825	17,785	5,574	46,184	*	9,801	2,639
Kingston University	24,270	1,171	2,877	28,318	2.0%	8,910	3,260
Lancaster University	15,769	8,895	547	25,211	3.8%	7,944	1,893
La Sainte Union College of HE	2,369	60	161	2,590	2.4%	1,870	729
University of Leeds	42,648	20,857	1,499	65,004	1.2%	16,660	1,931
Leeds Metropolitan University	30,192	1,034	883	32,109	2.1%	9,713	9,474
University of Leicester	19,916	9,870	740	30,526	2.3%	8,322	5,041
University of Liverpool	36,462	16,786	1,288	54,536	2.1%	11,888	2,337
Liverpool Institute of HE	5,474	3	141	5,618	1.8%	3,214	935
Liverpool John Moores University	32,791	1,355	985	35,131	1.8%	12,579	6,362
University of London	23,907	15,579	17,692	57,178	*	4,614	1,479
London Business School	571	1,645	652	2,868	12.6%	492	393
London Sch of Economics & Political Sci	6,063	7,423	2,385	15,871	0.8%	4,660	766
London Guildhall University	17,963	454	2,696	21,112	1.7%	6,502	4,053
The London Institute	15,833	679	2,077	18,589	3.5%	5,955	2,906
Loughborough University of Technology	19,784	8,644	737	29,165	1.2%	8,548	1,244
Loughborough Coll of Art & Design	1,888	0	93	1,981	1.1%	696	31
University of Luton	15,007	1	686	15,694	2.6%	8,415	3,447
University of Manchester	43,976	27,668	3,398	75,042	0.5%	16,165	2,355
UMIST	13,718	10,168	509	24,395	0.6%	5,792	284
Manchester Metropolitan University	48,982	2,939	1,557	53,477	2.0%	18,763	9,208
Middlesex University	27,532	2,220	2,806	32,559	2.5%	13,556	2,568
Nene College	13,114	106	481	13,702	2.6%	7,337	2,665
University of Newcastle upon Tyne	32,690	17,142	1,060	50,891	1.7%	11,340	1,382
Newman College	536	1	26	563	3.0%	991	265
University of North London	21,115	918	3,303	25,336	1.9%	8,283	3,917
North Riding College	1,761	0	209	1,970	1.3%	1,118	88
Northern School of Contemporary Dance	496	0	12	509	5.2%	149	0
University of Northumbria at Newcastle	31,112	1,740	942	33,794	2.2%	11,366	6,193
Norwich School of Art & Design	1,196	4	31	1,231	2.0%	546	7
University of Nottingham	29,655	17,463	1,153	48,271	1.0%	10,995	7,784
Nottingham Trent University	37,271	1,413	1,095	39,779	2.9%	14,965	5,606
Open University	106,103	4,964	3,222	114,289	3.1%	519	111,780
School of Oriental & African Studies	3,125	3,425	2,216	8,767	4.4%	2,254	350
University of Oxford	36,645	44,960	-8,259	73,346	3.6%	14,773	1,060
Oxford Brookes University	18,816	2,068	580	21,464	2.0%	7,899	3,873
School of Pharmacy	1,457	1,683	650	3,790	0.5%	465	278
University of Plymouth	31,512	2,659	1,110	35,281	2.5%	13,900	2,993
University of Portsmouth	26,916	3,004	745	30,665	1.7%	11,266	3,197
Queen Mary & Westfield College	24,007	11,823	5,815	41,644	0.6%	7,348	640
Ravensbourne College	1,704	0	162	1,867	0.9%	529	0

Institution	Figures in £000s				% Change in Teaching and Research grant from AY 1994-95	Students	
	Teaching Grant	Research Grant	Other Allocations	Total Recurrent Grant		Full-Time and Sandwich	Part-time and Sandwich Year-out
University of Reading	18,386	11,454	855	30,695	1.5%	9,277	2,357
College of Ripon & York St John	4,627	106	145	4,878	1.5%	2,763	1,271
Roehampton Institute	8,855	1,296	1,454	11,605	2.9%	4,995	1,572
Rose Bruford College	1,141	0	111	1,252	0.7%	349	0
Royal Academy of Music	2,745	0	71	2,816	1.7%	526	0
Royal College of Art	5,633	436	607	6,677	1.7%	729	45
Royal College of Music	2,431	0	62	2,493	2.1%	505	0
Royal Holloway	11,033	4,002	1,951	16,986	1.8%	4,691	341
Royal Northern College of Music	2,946	0	76	3,021	1.9%	550	0
Royal Postgraduate Medical School	1,650	5,691	3,312	10,653	2.8%	208	156
Royal Veterinary College	3,996	1,977	837	6,810	2.0%	509	50
St George's Hospital Medical School	5,838	3,690	1,407	10,935	0.5%	920	192
College of St Mark & St John	2,597	0	167	2,764	1.8%	2,258	820
S. Martin's College	3,650	89	117	3,856	5.4%	3,157	2,956
St Mary's College	3,080	2	413	3,495	1.5%	2,113	118
University of Salford	15,878	4,107	669	20,654	1.3%	6,666	908
Salford College of Technology	11,541	311	595	12,447	2.7%	4,348	3,987
University of Sheffield	34,676	17,844	1,166	53,686	3.2%	15,684	1,969
Sheffield Hallam University	38,880	2,444	1,299	42,622	1.7%	14,919	6,668
University of Southampton	26,521	16,434	880	43,836	1.4%	9,664	1,804
Southampton Institute of HE	19,075	37	602	19,714	2.5%	8,549	3,109
South Bank University	28,990	1,389	4,872	35,251	2.3%	11,316	8,187
Staffordshire University	26,086	1,063	971	28,121	2.0%	10,800	3,152
University of Sunderland	22,193	1,440	683	24,316	3.1%	10,070	3,592
Surrey Institute of Art and Design	4,304	40	268	4,612	2.0%	2,121	103
University of Surrey	13,613	7,473	473	21,558	3.6%	5,527	2,482
University of Sussex	16,806	9,989	457	27,252	2.5%	7,864	755
University of Teesside	19,146	708	523	20,376	2.8%	7,259	2,812
Thames Valley University	18,991	287	2,138	21,417	2.2%	7,779	11,419
Trinity & All Saints	2,721	36	162	2,918	1.6%	1,916	279
Trinity College of Music	1,695	0	44	1,739	1.8%	408	15
University College London	31,502	31,486	9,718	72,705	*	11,289	1,338
University of Warwick	18,793	14,642	826	34,262	2.2%	9,477	3,995
Westhill College	919	0	22	941	7.1%	1,087	122
University of Westminster	30,635	1,752	5,017	37,403	2.3%	8,855	10,438
"Westminster College, Oxford	906	0	123	1,029	2.3%	1,122	912
University of West of England	31,997	1,427	1,125	34,549	2.0%	12,643	5,924
Wimbledon School of Art	1,204	227	136	1,567	2.1%	388	62
Winchester School of Art	1,553	102	40	1,695	2.1%	606	265
University of Wolverhampton	30,429	889	924	32,242	2.1%	13,381	9,060
Worcester College of HE	3,652	70	108	3,830	4.1%	2,690	1,284
Writtle College	1,936	5	148	2,089	9.7%	732	53
Wye College	1,863	1,522	111	3,495	3.3%	823	883
University of York	12,257	7,922	567	20,745	0.5%	5,165	470
FE Colleges funded by HEFCE	51,701	0	1,656	53,358	4.4%	28,832	7,229
<b>Total</b>	<b>2,219,108</b>	<b>636,133</b>	<b>155,313</b>	<b>3,010,554</b>	<b>2.2%</b>	<b>874,500</b>	<b>442,608</b>

Totals do not include claim-based grants. \* Denotes 1994-95 grant not comparable due to transfers between institutions.

Figures in this table may not sum due to rounding. Some allocations may be subject to adjustment.

The student numbers shown are assumed registrations from HESES94 and cover all Home, EC and Overseas students.



**The HEFCE funds higher education at the following colleges of further education:**

Askham Bryan College	Leeds College of Art & Design
Bedford College	Loughborough College
Berkshire College of Art & Design	Mid-Kent College of Higher & Further Education
Birmingham College of Food, Tourism & Creative Studies	New College, Durham
Blackburn College	Newcastle College
Blackpool & The Fylde College	Newham College of Further Education
Bournemouth & Poole College of Art & Design	North East Surrey College of Technology
Bracknell College	North East Worcestershire College
Bradford & Ilkley Community College	North Lincolnshire College
Brooklands College	The College of North West London
Brunel College of Arts & Technology	Northbrook College of Arts & Technology
Carlisle College	Northumberland College of Arts & Technology
Chesterfield College	Oldham College
Chichester College of Arts, Science & Technology	Peterborough Regional College
City of Liverpool Community College	Rycotewood College
City College Manchester	Salisbury College
Cleveland College of Art & Design	Sandwell College of Further & Higher Education
Coalville Technical College	The Sheffield College
Cordwainers College	Solihull College
Coventry Technical College	South Tyneside College
Crawley College	Southampton Technical College
Croydon College	Sparsholt College, Hampshire
Cumbria College of Art & Design	St Helens College
Dewsbury College	Stockport College of Further & Higher Education
Doncaster College	Suffolk College
Farnborough College of Technology	Swindon College
Gloucestershire College of Arts & Technology	Thurrock College
Guildford College of Further & Higher Education	Trowbridge College
Halton College	Wakefield College
Hammersmith & West London College	Walsall College of Arts & Technology
Harlow College	Warrington Collegiate Institute
Havering College of Further & Higher Education	Westminster College
Henley College, Coventry	West Thames College
Herefordshire College of Art & Design	Wigan & Leigh College
Herefordshire College of Technology	Wirral Metropolitan College
Highbury College of Technology	Worcester College of Technology
Lackham College	York College of Further & Higher Education

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\* Completed terms of office as  
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### HEFCE Publications

*Profiles of Higher Education Institutions*

*A Guide to Funding Higher Education in England: How the HEFCE Allocates its Funds*

*Higher Education in Further Education Colleges: Funding the Relationship*

*Access to Higher Education: Students with Special Needs*

*Private Investment in Higher Education*

*Circular 39/94 The Quality Assessment Method from April 1995*

### Other Publications available from the HEFCE

*Assessment of the Quality of Higher Education: A Review and an Evaluation*, Centre for Higher Education Studies, Institute of Education, University of London

*Joint Funding Councils' Libraries Review Group: Report*

*Teaching and Learning Technology Programme (TLTP) Catalogue (Phase 1 - Spring 1995)*

*Guide for Members of Governing Bodies of Universities and Colleges in England and Wales*

*University NHS Interactions*

### White Papers

*Competitiveness: Helping Business to Win* Cm 2563

*Realising our Potential: A Strategy for Science, Engineering and Technology* Cm 2250

### NAO Reports

*The Financial Health of Higher Education Institutions in England* HC 13 Session 1994-95

*Severance Payments to Senior Staff in the Publicly Funded Education Sector* HC 202 Session 1994-95

### Abbreviations

CUC	Committee of University Chairmen
CVCP	Committee of Vice-Chancellors and Principals
DANI	Department of Agriculture Northern Ireland
DENI	Department of Education Northern Ireland
DevR	Development Research
DFEE	Department for Education and Employment
FEC	Further Education College
GR	Generic Research
HESES	Higher Education Students Early Statistics
JANET	Joint Academic Network
JISC	Joint Information Systems Committee
MASN	Maximum Aggregate Student Number
NAO	National Audit Office
NIHEC	Northern Ireland Higher Education Council
PAC	Public Accounts Committee
PFI	Private Finance Initiative
QAC	Quality Assessment Committee
QAD	Quality Assessment Division
QR	Quality-related Research
SCOP	Standing Conference of Principals
TLTP	Teaching and Learning Technology Programme
TTA	Teacher Training Agency

### Conventions

The Academic Year indicates the period 1 August to 31 July.

The Financial Year indicates the period 1 April to 31 March.

Figures have been rounded where appropriate.

Financial and numerical data are correct at the time of going to press (September 1995), but may be subject to change.

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